



Utah Comprehensive Counseling and Guidance

Guidance Activities Results Report (Large Group) 2007-2008

School: Carbon High School

Target Group: Whole School

Target Group selection is based upon: Student Progress and need for Whole School remediation

and advisory.

ABSTRACT

Based on the tracked progress of students the administration and faculty see the need for a scheduling change which would include an advisory and remediation period for students with the guidance of teachers, counselors and staff to track and encourage them to succeed.

PROJECT DESCRIPTION

Introduction

- Scheduling change will reach all students and concentrate on those who are in need of a controlled remediation process by providing them with time and guidance with an advisor and mentor.

Participants

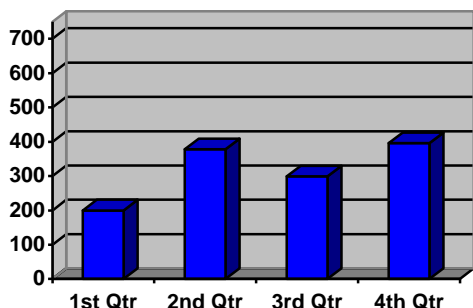
- The whole school is affected by this change.
- The target group includes those who were identified by teachers as deficient in areas such as attendance, low test/quiz scores, missing assignments, poor attitude and coming to class unprepared.

Method

- Data collection at the 3rd week of each quarter to identify deficient students.
- All students identified received letters from the counseling office indicating their lack of progress in each area noted and other information from teachers who responded with completed forms.
- Teachers were encouraged to participate in the progress report process.
- Roundtable discussion took place in Professional Learning Groups within the school community to discuss advantages and disadvantages.
- Schedule change was presented to School Community Council and District Board Members.
- Schedule change will not take place until Fall 2008 so evaluation will take place next year.

RESULTS

Teachers were asked to identify students who were in need of additional help or remediation in specific areas.



Letters were sent home which asked students and parents to contact teachers to remediate problems. With the encouragement of the administration, the numbers of students identified increased in the 3rd and 4th quarter. Communication between the school community indicated the need for additional time for students to individually receive guidance and remediation. The data shows, of the 743 students enrolled, referrals were as follows:

1 st quarter	-	200 students referred
2 nd quarter	-	378 students referred
3 rd quarter	-	299 students referred
4 th quarter	-	396 students referred

DISUSSION

The result of this data keeping project shows the need for an additional effort from our school community to get students in for remediation and advisory. The number of students identified as in trouble academically ranged from 27% of the student body to 53%. The data gathered was used to prepare a proposal to the school community, the district board and the students to incorporate an Academic Assistance and Advisory (AAA) period into our scheduling for the upcoming year. During AAA students will be given individual assistance from their advisor as well as grade checks and the ability to work with their teacher in the area of need.



Utah Comprehensive Counseling and Guidance

Closing the Gap Results Report (Small Group) 2007-2008

School: Carbon High School

Target Group: Eligible Basic Skills Education Program Students

Target Group selection is based upon: Eligibility criteria and participation

ABSTRACT

Through the state sponsored Basic Skills Education Program, students are selected based on scores of previous UBSCT testing. They are then given the opportunity to participate in additional tutoring, on their own time, to prepare themselves to take and pass a section or sections of the UBSCT. The goal is to see an increased number of students who are having to retaking the UBSCT pass that section or sections.

PROJECT DESCRIPTION

Introduction

- Eligible students will be notified of their opportunity to participate in tutoring to prepare themselves for UBSCT testing.
- Participating students will attend additional tutoring.
- Students will use skills which will prepare them to be responsible citizens and lifelong learners.

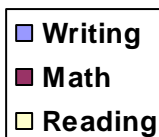
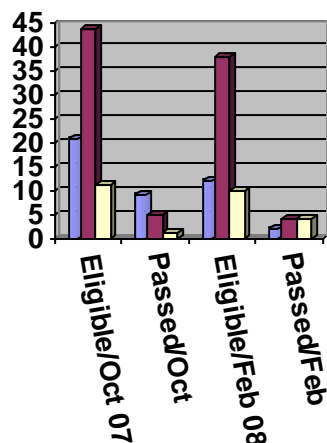
Participants

- Letters of eligibility and forms were sent to 78 students; 20 Seniors and 58 Juniors before the October 2007 testing. Some students were eligible in more than one area.
- An additional 7 *move-in* students, 2 Seniors and 5 Juniors were added after the October testing.
- Completed forms were submitted by a total of 57 students, who became the target group; 14 Seniors and 43 Juniors, which totaled 77 eligible sections of the UBSCT.

Method

- Additional tutoring support was provided. Educators at the high school participated and tracked time spent with students. Additional time out side of concentrated studies in the classroom ranged from 1 hour to 8 hours per individual student.
- A total of 12 teachers participated in the program as tutors.
- English and Math departments sponsored one day additional intense learning opportunities
- The program began in September and ran through February covering both administrations of the UBSCT in October and February.
- Post-testing scores were used in determining the success of the program. Students passing the test were congratulated and 'graduated' from the program.

RESULTS



Of the 77 sections tracked, 25 were passed. Those students who passed logged an average of 5 hours of additional tutoring for the sections they passed. Being a new program to us, the success of the students was below the goal but exceeded the overall success of other students who were not eligible.

DISUSSION

This program was a success for those students who participated. In looking at the data we find that we need to be more diligent in getting the students to participate. Teachers also need to be willing to participate but are often rewarded with a stipend. The evidence of students passing the UBSCT in sections where they have attempted before, leads to their success. The BSEP program will be continued as it benefits those students who participate.